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ABSTRACT

The Language Arts Supervisor of the Des Moines, Iowa Independent Community School District is responsible for supervising and coordinating all aspects of the middle and high school language arts program. Aspects of the program include curriculum development, instructional material selection and implementation, staff development, evaluation, and human resources. The primary budget expense is $5,880,574 for the salaries and benefits of 143 language arts teachers. The major influence of technology in language arts is in how the word processor can be used to better teach the writing process and in how computers have revolutionized high school journalism. Language arts is taught to all students in a variety of ways so that all of these students are expected to learn and can learn. Increasing numbers of students are doing well on the district objectives-based tests, the composition tests, and the national tests. A community survey conducted in 1990 continues to show the importance the community places upon language arts. The number of students winning awards in language arts--English, drama, forensics, journalism, and speech--continues to grow. The need for computer stations in the classrooms remains the top priority for the future. "Vision 2005" offers Des Moines the challenge of becoming a nationally recognized 21st century school district. (Numerous tables and graphs of data are included.) (Author/RS)

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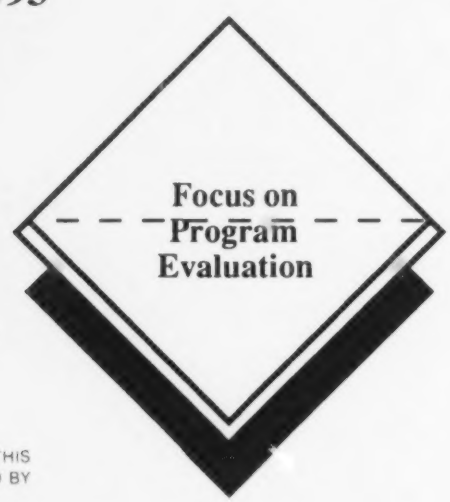
# LANGUAGE ARTS
# GRADES 6-12

# PROGRAM EVALUATION
# 1992-93

**Jerry M. Wadden**
**Supervisor, Language Arts**

**Des Moines Independent Community School District**
**Division of Teaching and Learning**
**Des Moines, Iowa 50309**

**July 13, 1993**

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# LANGUAGE ARTS
# PROGRAM EVALUATION ABSTRACT

## CONTEXT EVALUATION

The Language Arts Supervisor is responsible for supervising and coordinating all aspects of the middle and high school language arts program. This includes English, drama, forensics, journalism, media, and speech. Aspects of these programs include curriculum development, instructional material selection and implementation, staff development, evaluation, and human resources.

## INPUT EVALUATION

The primary budget expense is $5,880,574 for the salaries and benefits of 143 language arts teachers. The instructional materials budget for 1992-93 was $90,742 and for 1993-94 is $205,000. The Curriculum Development Budget for 1992-93 was $9,804.

## PROCESS EVALUATION

The main activities of the Language Arts Supervisor are being visible and accessible to the middle and high school language arts staff, coordinating curriculum development and implementation, supervising the selection of instructional material, overseeing the evaluation of the program, and assisting human resources in personnel decisions. Staff Development for language arts teachers is facilitated by the supervisor. The major influence of technology in language arts is in how the word processor can be used to better teach the writing process and in how computers have revolutionized high school journalism.

## PRODUCT EVALUATION

Language arts is taught to all students in a variety of ways so that all of these students are expected to learn and can learn. Increasing numbers of students are doing well on the district objectives-based tests, the composition tests, and the national tests. A Community Survey conducted in 1990 continues to show the importance the community places upon language arts. The number of students winning awards in language arts--English, drama, forensics, journalism, and speech--continues to grow.

## THE FUTURE

The need for computer stations in the classrooms remains the top priority. This need is directly related to improved instruction. Vision 2005 offers Des Moines the challenge of becoming a nationally recognized 21st century school district.

A copy of the complete report is available upon request from the Department of Information Management, Des Moines Independent Community School District, 1800 Grand Avenue, Des Moines, Iowa 50309-3399. Telephone: 515/242-7839. All evaluation reports are submitted to the Educational Resources Information Center (ERIC) and Educational Research Service (ERS).

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# LANGUAGE ARTS 6-12

**Dr. Raymond G. Armstrong, Associate Superintendent,
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High School Programs**

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Supervisor, Language Arts**

**Des Moines Independent Community School District
Teaching and Learning Division
Des Moines, Iowa 50309-3399**

**July 13, 1993**

## DISTRICT MISSION STATEMENT

**"THE DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT WILL PROVIDE A QUALITY EDUCATIONAL PROGRAM TO A DIVERSE COMMUNITY OF STUDENTS WHERE ALL ARE EXPECTED TO LEARN.**

## RESPONSIBILITY STATEMENT

**THE RESPONSIBILITY OF THE LANGUAGE ARTS SUPERVISOR IS TO PROVIDE LEADERSHIP, SUPPORT, GUIDANCE, AND ENCOURAGEMENT FOR ALL ELEMENTS OF LANGUAGE ARTS SO THAT BOTH TEACHING AND LEARNING PROCEED AS EFFECTIVELY AND EFFICIENTLY AS POSSIBLE IN AN ATMOSPHERE WHERE ALL STUDENTS ARE EXPECTED TO LEARN.**

## THE TEACHING OF LANGUAGE ARTS IN THE MIDDLE SCHOOL

Composition and literature, the major components of the language arts curriculum, provide opportunities for students to grow. When students value their own experiences as sources for oral and written communication, they grow in self-esteem. As students explore the values and experiences of others through the study of literature, they grow in self understanding and an appreciation of others.

Growth in writing and reading literature is achieved when students are actively involved in these processes. The composition emphasis is on learning to write; the literature emphasis is on reading to learn and literature appreciation. The study of spelling, grammar, usage, and mechanics is enhanced when students have the opportunity to use and refine their skills and thought processes. In order for students to learn and to communicate purposefully, they need to perceive that language conventions and processes are integrated and that they are tools for lifetime learning.

The language arts curriculum is broadly organized by a sequence of objectives. District assessment (objectives-based, checkpoint, and ITBS tests) and teacher observation and evaluation provide baseline data to diagnose student need and organize instruction. Because language growth is developmental in nature, the role of the teacher is to organize the materials and facilitate students' success with the curriculum. The language arts curriculum is the vehicle through which teachers help students develop their communication potential.

Spring 1989

## THE TEACHING OF LANGUAGE ARTS IN THE HIGH SCHOOL

Communication, the process of sending and receiving messages, will encompass more than studying literature, reading, writing, and speaking in the twenty-first century. Experiences that integrate these areas with listening, viewing, and using information-generating technology will prepare students to function world citizens in a pluralistic society. In addition, students will need to understand and apply appropriate conventions of language and standard usage to their verbal and non-verbal communication. The Language Arts curriculum will provide the opportunity for all students to learn and practice these and other language arts skills.

Spring, 1991

## THE PHILOSOPHY OF DRAMA

Drama Courses focus on activities designed to develop an aesthetic of drama as an art form through observation and participation, to build confidence through self-expression, to stimulate creativity, and to understand the relationship between drama and life.

1992

## THE PHILOSOPHY OF FORENSICS

Forensics is a co-curricular area that focuses on activities designed to develop exploration of literature, research skills, critical thinking, source evaluation, reasoning, analysis, defense of ideas, defense of values, interpretation of options, persuasive speaking, and awareness of current public and social issues.

Fall 1992

## THE PHILOSOPHY OF JOURNALISM

In the twenty-first century both electronic and print media will play an even more vital role in providing information, shaping values, and creating a forum for the exchange of ideas.

The study of journalism promotes awareness of this fact and sharpens thinking, writing, and decision-making skills through an analysis of media sources. This analysis enables students to participate in media production, to become informed media consumers, and to explore careers in this field.

1992

## THE ART OF MULTICULTURAL NONSEXIST LANGUAGE ARTS

Language arts classes should have a learning atmosphere free of sexual, racial, handicap, and cultural stereotyping, prejudice, and discrimination. The arts of language provide a singular and unique opportunity for the infusion of multicultural nonsexist concepts to achieve such an enlightened atmosphere.

One of primary goals of the language arts class is to help students develop positive and realistic self-concepts, regardless of race, sex, cultural background, or disability. This can only be done in an environment without prejudice, bias, fear, and embarrassment.

Both literature and reading can and should reflect the perspectives and contributions of both women and men, diverse racial and cultural groups, and the disabled. This inclusion and infusion of literature will reduce and restrict national, ethnic, religious, sexual, racial, cultural, and disability stereotyping.

The language arts class should foster an understanding of the rich and diverse heritage of America and its cultural pluralism. Literature study promotes appreciation of all people. Whereas the literature of America truly reflects the diversity of the American people, the literature of the world reflects the diversity of the entire human race. Such reflection can only brighten and enlighten the language arts class and the perspectives of the students.

March 1991

## READING AND WRITING: A SUPERVISOR'S VIEW

### READING AND WRITING: THE TWO Rs

Reading and writing, key indicators of the thought process and an integral part of that process, are critical in a student's education. Language itself is inextricably bound into the thought process. The words are the symbols of our thoughts. (Try thinking without language.)

So what?

The core of the language arts curriculum is reading and writing. The core is not spelling, not grammar, not usage, not mechanics, not parts of speech, not prefixes, and not interjections. The core is reading and writing.

Spelling, grammar, usage, mechanics, parts of speech, prefixes, and, yes, even interjections are important skills that support writing. But these important, supporting skills are not the core of the language arts curriculum. Students must, however, know the supporting skills in order to improve the main skill, writing.

Mechanics, for example, should be taught as a supporting skill of writing. The understanding of mechanics is certainly necessary for one of the final steps of the writing process. The importance of mechanics should be stressed as it relates to writing.

The language "arts" should not be taught in isolation. In reality, the understanding of how to use commas in direct address is of value only in writing. Correct subject-verb agreement is of value in both writing and speaking, but certainly not by itself.

Supporting skill units should be taught so students understand the conventions of writing. College English professors still expect freshmen to write correctly and still give Fs if papers contain more than one mechanical error per one hundred words. Businesses still expect students to write correctly. The final steps of the writing process stress correct writing. This correctness may have to be taught in units, supporting units. (The specific units [objectives] to be taught are designated in the recently revised grade-level objectives.)

All units should relate to and support reading and writing, should build a better understanding of our language, and should involve and improve thinking. Better communicating skills should be the end result.

All language and all the arts of language are interrelated. Both the beauty of the language and the power of the language emanate from this relationship.

The improvement of reading, writing, thinking, and communicating--this is the language arts curriculum.

# CONTEXT EVALUATION

The policies of the Board of Education, district administrative policies, Iowa standards, and federal regulations direct and guide the language arts program of the Des Moines Public Schools.

Governing Policies, Standards, and Regulations

## DISTRICT REQUIREMENTS

English

The Des Moines School District requires middle school students to take English in grades 6, 7, and 8.

In high school, the district requires students to earn three units of English credit in order to graduate. That credit is to be earned in English 9, English 10: Composition and Speech, and English 11.

The District also requires students to have one unit of Applied or Fine Arts to graduate. That one unit can be earned in drama, forensics, or journalism, among a long list of other objectives.

Journalism

High school papers and yearbooks are covered by the "Student Publications Policy" of the Des Moines Public Schools. This policy emphasizes these four principles of journalism: (1) Freedom of expression, (2) Responsibility of Expression, (3) Accuracy of reporting, (4) Quality of writing.

College Entrance Requirements

Students who are planning to continue their education at a college or university are strongly advised to take four years of English in high school.

**State of Iowa Standards (October, 1988):**

ENGLISH-LANGUAGE ARTS

12.5(4a) Junior high program, grades 7 and 8. English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The following shall be taught: oral and written composition; communication processes and skills, including spelling; literature; creative dramatics; and reading.

12.5(5a) High school program, grades 9-12 (6 units).
English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The program shall encompass communication processes and skills; written composition; speech; debate; American, English, and world literature; creative dramatics; and journalism.

ENGLISH-LANGUAGE ARTS

*g*. Fine arts (three units). Fine arts instruction shall include at least two of the following:
(1) Dance. Dance instruction shall encompass developing basic movement skills; elementary movement concepts; study of dance forms and dance heritage; participating in dance; evaluating dance as a creative art; and using dance as an avocation or vocation.
(2) Music. Music instruction shall include skills, knowledge, and attitudes and the singing and playing of music; listening to and using music; reading and writing music; recognizing the value of the world's musical heritage; respecting individual musical aspirations and values; preparing for consuming, performing, or composing; and using music as an avocation or vocation.
(3) Theatre. Theatre instruction shall encompass developing the internal and external resources used in the theatre process; creating theatre through artistic collaboration; relating theatre to its social context; forming aesthetic judgments; and using theatre as an avocation or vocation.
(4) Visual art. Visual art instruction shall include developing concepts and values about natural and created environments; critiquing works of art; evaluating relationships between art and societies; analyzing, abstracting, and synthesizing visual forms to express ideas; making art; and using visual art as an avocation or vocation.

JOURNALISM:

High school journalism classes produce school papers and yearbooks. These journalism activities are covered by the 1989 Iowa Student Press Law.

National Standards

National Assessment of Educational Progress (NAEP)

A Congressionally-mandated project, NAEP has measured the scholastic achievement of elementary, middle, and high school students for twenty years. The most current report on writing (1988) measured the achievement of students at grades 4, 8, and 12. The 1992 assessment of reading is in process and utilizes contemporary knowledge about reading and more authentic assessment practices than in the past.

New Standards Project

A privately funded project begun in 1991, the NSP is designed and piloting curricula and assessment tools that will be compatible with an emerging national system of standards and examinations. Language arts and math teachers, grades four and eight, are representing our district in the pilot at the invitation of the Iowa Department of Education.

National Standards Project for English Language Arts

In 1992 the U. S. Department of Education awarded a contract for a three-year project to the National Council of Teachers of English (NCTE), the International Reading Association (IRA), and the Center for the Study of Reading, University of Illinois. Standards are being developed for elementary, middle, and high school English language arts.

## The Goals of Language Arts

The purpose of language arts is to provide a rich language environment in which students use language confidently, independently, creatively, and purposefully for both personal and practical functions. Specifically, language arts goals are the following:

1. To provide a quality language arts program to diverse groups of students where all are expected to learn.

2. To enable students to achieve at a level of 70% or greater on district objectives-based tests.

3. To increase the availability of computers for teachers and students in language arts classes.

4. To involve as many students as possible in quality co-curricular language arts activities.

5. To plan for the future in a strategic fashion so that Vision 2005 evolves from a dream to an accomplished reality.

6. To meet or exceed state and district standards and regulations.

Footnote: The degree of accomplishment of each of these goals is covered in the "Product Evaluation."

## Language Arts Program Overview

This is an overview of all language arts courses, grades 6-12, by grade level, time allotment, course title and description, and instructional materials used.

English

| Level | Weekly Time Allotment | Title/Description | Instructional/Curriculum Materials |
|---|---|---|---|
| Grade 6 | 215 minutes<br>36 weeks | *English 6: Literature, grammar, usage, mechanics, and composition. The writing process is emphasized. | Warriner, English Composition and Grammar, Harcourt Brace Jovanovich, 1988. Madsen, Beginnings in Literature, Scott Foresman, 1985. Bohen, Building Spelling Skills, Gold Level, McDougal Littell, 1985. |
| Grade 7 | 215 minutes<br>36 weeks | *English 7: Builds upon previously learned skills. Second course in sequence. | Warriner, English Composition and Grammar, Harcourt Brace Jovanovich, 1988. Leuthner, Prentice Hall Literature, Prentice Hall, 1989. Bohen, Building Spelling Skills, Red Level, McDougal Littell, 1985. |
| Grade 8 | 215 minutes<br>36 weeks | *English 8: Builds upon previously learned skills. Third course in sequence. | Warriner, English Composition and Grammar, Harcourt Brace Jovanovich, 1988. Janson, Prentice Hall Literature, Prentice Hall, 1989. Bohen, Building Spelling Skills, Green Level, McDougal Littell, 1985. |
| Grade 8 | 240 minutes<br>36 weeks | Academy English 8: Central Academy G/T English. Advanced level literature and writing skills. | Flower, McDougal Littell English, Orange Level, McDougal, Littell, 1989. |
| Grade 9 | 240 minutes<br>36 weeks | Academy English 9: Central Academy G/T English. Advanced level literature and writing skills. | Littell, Building English Skills, Blue Level, McDougal, Littell, 1985. |
| Grade 9 | 250 minutes<br>36 weeks | *English 9: Reinforces and extends earlier learned skills in grammar, usage, mechanics, and composition. Literary genres studied. | McDougal Littell English, Orange Level, McDougal Littell. Kearns, Understanding Literature, MacMillan, 1984. Smith, Journeys, Cascade, Harcourt, Brace, Jovanovich, 1982. |
| Grade 10 | 250 minutes<br>36 weeks | *English 10: One semester of basic speech skills and one semester of language and composition skills. | Senn, Heath English, Level 10, D. C. Heath and Company, 1992. Galvin, Person to Person, National Textbook Company, 1990. |

## Language Arts Program Overview

English

| Level | Weekly Time Allotment | Title/Description | Instructional/Curriculum Materials |
|---|---|---|---|
| Grade 10 | 250 minutes<br>36 weeks | Academy English 10: Central Academy G/T English. Emphasizes American literature, ideas, analysis, critical thinking, and composition through the writing process. | Hollenbeck, Literature, Yellow Level, McDougal, Littell 1984. Winterowd, English Writing and Language Skills, Fifth Course, Harcourt Harcourt Brace Jovanovich, 1983. |
| Grade 11 | 250 minutes<br>36 weeks | *English 11: Emphasizes composition and American literature. | Flower, McDougal Littell English, Yellow Level, McDougal, Littell, 1989. Literature, Yellow Level, McDougal, Littell, 1984. Smith, Journeys, Emblem, Harcourt Brace Jovanovich, 1982. |
| Grade 11 | 250 minutes<br>36 weeks | AP English: Language and Composition: Emphasizes the analysis of language theories, composition models, and effective writing principles; the student will practice various effective writing styles in order to develop an individual style. | Guth, Essay 2: Reading with the Writer's Eye, Second Edition, Wadsworth, 1987. Winterowd, English: Writing and Skills, Complete Course, Holt, Rinehart and Winston, 1988. |
| Grade 12 | 250 minutes<br>36 weeks | Senior English: A survey of British and Western literature, and college practice in composition. Writing as a process is stressed. | Senn, Heath English, Level 12, D. C. Heath and Company, 1992. Carlsen, British and Western Literature, A Thematic Approach, McGraw-Hill, 1985. |
| Grade 12 | 250 minutes<br>36 weeks | AP English: Literature and Composition: Stresses college-level reading of classics and writing on those readings. | Senn, Heath English, Level 12, D. C. Heath and Company, 1992. Kearns, English and Western Literature, Macmillan, 1984. |

* Required Courses

## Language Arts Program Overview

Drama

| Level | Weekly Time Allotment | Title/Description | Instructional/Curriculum Materials |
|---|---|---|---|
| Grade 6 | 215 minutes<br>36 weeks | Exploratory Drama: A combination of drama and speech activities that emphasize originality and creativity. | Exploratory Drama, Des Moines Public Schools, 1982. |
| Grade 8 | 215 minutes<br>36 weeks | Drama 8: An introduction to informal and formal drama. | Grade 8 Drama Guide, Des Moines Public Schools, 1982. |
| Grades 9-12 | 250 minutes<br>36 weeks | Drama I: A survey course that teaches the students to utilize and develop self-confidence, poise, basic theatre terminology, appreciation of various dramatic forms and appropriate audience response, awareness of theatre production processes, understanding of theatre literature, knowledge of theatre history, and beginning perrformance skills. | Cassady and Cassady, An Introduction to Theatre and Drama, National Textbook, 1975. Lee and Grote, Theater Preparation and Performance, Scott Foresman, 1982. |
| Grades 10-12 | 250 minutes<br>36 weeks | Drama II: Provides students the opportunity to investigate more thoroughly the subjects introduced in Drama I. Areas of concentration are theatre history, literature, acting, and play production. Performing is a key component of this course. | Beck and Buys, Play Production Today!, National Textbook, 1983. Cassady, The Book of Scenes For Acting, National, 1985. Dumstra and Snyder, Dynamics of Acting, National, 1981. |
| Grades 11-12 | 250 minutes<br>36 weeks | Drama III: Prepares the more advanced theatre students with advanced concepts in performance and production. An introduction to playwriting, criticism, and auditioning is also included. | Tanner, Basic Drama Projects, Clark, 1982. |
| Grade 12 | 250 minutes<br>36 weeks | Drama IV: Provides intensive work in directing, design, and criticism. Students are expected to apply advanced drama theory to performance and technical work. | |

## Language Arts Program Overview

### Forensics

| Level | Weekly Time Allotment | Title/Description | Instructional/Curriculum Materials |
|---|---|---|---|
| Grade 9-12 | 250 minutes<br>36 weeks | Forensics I: Teaches the students to recognize and utilize logic, organization, critical thinking, public speaking, objective evaluation, and research. The current high school national debate topic is used for in-class activities. Students investigate the topic area and prepare themselves to defend either side of the national issue. | Hensley and Prentice, Mastering Competitive Debate, Clark, 1982. |
| Grades 10-12 | 250 minutes<br>36 weeks | Forensics II: Provides second-year students the opportunity to examine more critically the debate process. The emphasis is on use of quality evidence and sources, affirmative case writing, and briefing of negative arguments. This course also introduces students to extemporaneous, original, and persuasive speaking, dramatic and humorous interpretation of literature, and mock legislative assemblies. | Frayar and Thomas, Basic Debate, National, 1985.<br>Buys, Beck, and Corbin, Creative Speaking, National, 1984. |
| Grades 11-12 | 250 minutes<br>36 weeks | Forensics III: Geared toward providing the more advanced students with advanced concepts, terminology, written, and oral skills, and training in the ethics of forensics. | Thomas, Advanced Debate, National, 1981. |
| Grade 12 | 250 minutes<br>36 weeks | Forensics IV: Applies advanced debate theory to specific areas of argumentation and judging paradigms. This class allows students to participate on their fourth national debate topic. | Patterson and Zarefskey, Contemporary Debate, Houghton Mifflin, 1983. |

### Journalism

| | | | |
|---|---|---|---|
| Grades 10-12 | 250 minutes<br>36 weeks | Journalism I: Gives students an understanding of the funciton of a newspaper, develops the skills necessary to produce a newspaper, and prepares them for staff positions on the school newspaper or yearbook. | Ferguson and Patten, Journalism Today!, National, 1986. |

## Language Arts Program Overview

### Journalism

| Level | Weekly Time Allotment | Title/Description | Instructional/Curriculum Materials |
|---|---|---|---|
| Grades 11-12 | 250 minutes<br>36 weeks | Journalism II (Newspaper): Gives students practical experience in producing the school newspaper. | English and Hach, Scholastic Journalism, Iowa State University Press, 1984. |
| Grades 11-12 | 250 minutes<br>36 weeks | Journalism II (Yearbook): Gives students practical experience in producing the school yearbook. Students apply for and are assigned specific staff positions on the yearbook. | English and Hach, Scholastic Journalism, Iowa State University Press, 1984. |

### Media

| | | | |
|---|---|---|---|
| Grade 8 | 215 minutes<br>18 weeks | Media 8: An introduction to the study of media. This class produces the school paper. | Media Guide, Des Moines Public Schools, 1983. Harkrider, Getting Started in Journalism, National, 1989. |
| Grades 10-12 | 250 minutes<br>36 weeks | Radio, Television, and Film: A two-semester course dealing with the social effects and the creative aspects of the media. Emphasis is placed on analysis of (1) the recording industry, (2) radio programming, (3) television's impact on society, (4) how television production and programming works, (5) film as an art form, (6) film and society, (7) film production techniques, and (8) media criticism. | Madsen, Working Cinema, Wadsworth, 1990. Biagi, Media/Impact, Wadsworth, 1990. |

(Specific language arts curriculum guides are available from the language arts supervisor.)

## Language Arts Enrollment Highlights, Fall 1992

**Language Arts 6-12**

| | Fall 1989 | Fall 1992 |
|---|---|---|
| English 6 | 2,247 | 2,358 |
| English 7 | 2,077 | 2,367 |
| English 8 | 2,068 | 2,139 |
| English 9 | 2,189 | 2,376 |
| English 10: Composition and Speech | 1,918 | 2,026 |
| English 11 | 1,765 | 1,857 |
| * Senior English | 566 | 536 |
| * AP English | 361 | 340 |
| Drama I | 184 | 311 |
| Drama II | 81 | 112 |
| Drama III | 33 | 61 |
| Drama IV | 17 | 87 |
| Forensics | 172 | 118 |
| Journalism | 111 | 120 |
| Journalism II (Newspaper) | 100 | 80 |
| Journalism II (Yearbook) | 107 | 120 |
| Middle Schools Total | 6,390 | 6,864 |
| High Schools Total | 7,688 | 7,902 |

**Central Academy Language Arts**

| | | |
|---|---|---|
| English 8 | 72 | 116 |
| English 9 | 66 | 100 |
| English 10 | 36 | 79 |
| AP English: Language and Composition | 21 | 45 |
| AP English: Literature and Composition | 24 | 53 |

Fall 1989

| | East | Hoover | Lincoln | North | Roosevelt | City |
|---|---|---|---|---|---|---|
| Senior English | 137 | 113 | 152 | 42 | 122 | 566 |
| AP English | 79 | 35 | 84 | 21 | 117 | 361 |
| Total | 216 | 148 | 236 | 63 | 239 | 927 |
| Percent of Seniors | 50 | 64 | 47 | 35 | 77 | 51 |

Fall 1992

| | East | Hoover | Lincoln | North | Roosevelt | District |
|---|---|---|---|---|---|---|
| *Senior English | 119 | 92 | 111 | 89 | 125 | 536 |
| *AP English | 46 | 26 | 75 | 30 | 110 | 340 |
| Total | 165 | 118 | 186 | 119 | 235 | 876 |
| Percent of Seniors | 46 | 62 | 48 | 55 | 71 | 59 |

## Minority Enrollments

This chart shows the minority enrollment in language arts elective courses for the 1992-93 school year:

| Course | African American | Asian | Hispanic | Other Minority | Total Minority | Minority Percent | District Minority Percent | Total Non-Minority |
|---|---|---|---|---|---|---|---|---|
| English 12/AP | 74 | 46 | 7 | 0 | 127 | 16% | 16% | 649 |
| Drama | 51 | 8 | 9 | 0 | 68 | 12% | 20% | 503 |
| Forensics | 11 | 4 | 1 | 0 | 16 | 14% | 20% | 102 |
| Journalism | 22 | 16 | 6 | 0 | 44 | 14% | 19% | 276 |

(Additional language arts enrollment statistics are available from the language arts supervisor.)

**Student Needs in Language Arts**

The English 6-12 Vertical Articulation Committee met six times during the 1992-93 school year. At the first meeting, this committee developed the following list: "What Do Students Really Need to Be Successful in School?"

1. A good breakfast, adequate sleep, and a home free of fear
2. A sense of responsibility
3. School supplies
4. Uniformity in expectations
5. Word attack skills
6. Reading comprehension skills
7. Basic writing skills
8. To be readers
9. Textbooks suited to the needs of individual buildings
10. Curiosity and pleasure in learning
11. A vision for the future
12. Tô see the connection between earning and learning
13. More Des Moines Plan classes at the middle school level
14. Consistency
15. Structure
16. Workable class sizes
17. Parents who realize the importance of regular attendance

**Teacher Needs in Language Arts**

At a subsequent meeting, this same committee developed a corresponding list for teachers: "What Do Teachers Need?"

Personal Characteristics

PATIENCE

Energy
Drive
Determination
A love for kids
Endurance
A strong sense of self-esteem

Skills

Parenting skills
Knowledge of the subject matter and ways to teach it
Self-knowledge
Re-education about the different kinds of intelligence

Support

The freedom to love kids and respond in a natural and appropriate way
Time together for renewal
Praise and reinforcement
Professional recognition
A teacher "think tank"
Common time together during the day
Time to grade papers

Resources

Money--the ability to buy what you need when you need it for classes
Constant renewal through conferences and classes
More clearly defined scope and sequence by semester at each grade level
A district newsletter for language arts teachers

A teacher "think tank" could meet once or twice a semester for evaluation of and sharing of programs. Feeder schools could be included at one meeting and large group grade level meetings could be held at one meeting. The sharing on this committee has been very valuable and similar sharing could be done at the "think tank" meetings.

The chance to visit other schools, including other districts, could be helpful. Or, visitors from other districts with innovative programs could be invited to share their experiences. Perhaps video tapes could be sent from other locations to make this kind of sharing more economical.

We need to have some way to control the small stresses so we can deal with the larger stresses. For example: less hassles about copying procedures and availability; not being put in a degrading situation when asking for supplies (paper clips, pencils, tape, staples); fewer classroom interruptions.

# INPUT EVALUATION

## Budget

**Sources of Revenue**

Language arts teachers are paid from the General Fund. The Instructional Materials Budget and the Curriculum Development/Instructional Materials Selection Budget also help support language arts.

**Human Resource Expenditures** **1992-93**

| | | |
|---|---|---|
| Middle School: | | |
| 71 Language Arts Teachers | | |
| Salaries: | $ | 2,185,600 |
| Average Salary: | $ | 30,783 |
| High School: | | |
| 72 Language Arts Teachers | | |
| Salaries: | $ | 2,355,384 |
| Average Salary: | $ | 32,714 |
| Secondary Language Arts Total: | | |
| 143 Language Arts Teachers | | |
| Salaries: | $ | 4,540,984 |
| Benefits (29.5%) | $ | 1,339,590 |
| | $ | 5,880,574 |

| | |
|---|---|
| Middle School Students (English 6-8) | 6,864 |
| High School (English 9-11) | 6,259 |
| Grade 12 English | 876 |
| Drama | 582 |
| Forensics | 123 |
| Journalism | 320 |
| Language Arts Students Total (6-12) | 15,024 |

Cost per Student $391.41

Central Office Administration

| | |
|---|---|
| Supervisor | $ 53,207 |
| Secretary .5 | 7,644 |
| Benefits (29.5%) | 17,951 |
| Totals: | $ 78,802 |

Salary Explanation:

The 143 language arts teachers' salaries were listed and totaled. That total of $4,540,984 was multiplied by 29 1/2% to determine the cost of benefits. The cost per student was determined by dividing the total teacher expense of $5,880,574 by the 15,024 students who take one or more language arts classes in grades 6 to 12.

## Language Arts Instructional Materials In Use and Expenses

| Course | Book Title | Copyright | Cost | Purchase Year |
|---|---|---|---|---|
| **English** | | | | |
| English 6 | Composition and Grammar | 1988 | $45,353 | 1990 |
| | Beginnings in Literature | 1985 | 17,848 | 1986 |
| | Building Spelling Skills | 1985 | 28,806 | 1987 |
| English 7 | Composition and Grammar | 1988 | 49,085 | 1990 |
| | Prentice Hall Literature | 1989 | 34,667 | 1990 |
| | Building Spelling Skills | 1985 | 30,634 | 1987 |
| English 8 | Composition and Grammar | 1988 | 45,159 | 1990 |
| | Prentice Hall Literature | 1989 | 36,922 | 1990 |
| | Building Spelling Skills | 1985 | 28,194 | 1987 |
| English 8 Academy | Building English Skills | 1985 | 296 | 1985 |
| English 9 | McDougal Litell English | 1989 | 64,744 | 1992 |
| | Journeys: Cascade | 1982 | 12,567 | 1985 |
| | Understanding Literature | 1984 | 21,916 | 1985 |
| English 9 Academy | Building English Skills | 1985 | 830 | 1986 |
| English 10 | Heath English | 1992 | 33,717 | 1992 |
| | Speech: Person to Person | 1990 | 34,371 | 1992 |
| English 11 | Journeys: Emblem | 1982 | 9,405 | 1985 |
| | McDougal Littell English | 1989 | 29,727 | 1992 |
| | McDougal Littell Literature | 1984 | 27,858 | 1985 |
| English 11 AP | Essay 2: Reading with the Writer's Eye | 1987 | 1,023 | 1989 |
| | English: Writing and Skills | 1988 | 649 | 1989 |
| English 12 | Heath English | 1992 | 29,049* | 1992 |
| | British and Western Literature | 1985 | 15,483 | 1986 |
| English 12 AP | English and Western Literature | 1984 | 10,876 | 1986 |
| | Heath English | 1992 | 29,049* | 1992 |
| **Drama** | | | | |
| Drama I | Theater Preparation and Performance | 1982 | 3,112 | 1986 |
| | An Introduction to Theatre and Drama | 1975 | 2,446 | 1986 |

## Language Arts Instructional Materials In Use and Expenses

| Course | Book Title | Copyright | Cost | Purchase Year |
|---|---|---|---|---|
| **Drama (cont.)** | | | | |
| Drama II | Dynamics of Acting | 1981 | 2,187 | 1986 |
| | The Book of Scenes for Acting Practice | 1985 | 1,030 | 1986 |
| | Play Production Today! | 1983 | 2,342 | 1986 |
| Drama III | Basic Drama Projects | 1982 | 2,569 | 1986 |
| **Forensics** | | | | |
| Forensics I | Mastering Competitive Debate | 1982 | 708 | 1986 |
| Forensics II | Basic Debate | 1979 | 921 | 1986 |
| | Creative Speaking | 1981 | 742 | 1986 |
| Forensics III | Advanced Debate | 1979 | 561 | 1986 |
| Forensics IV | Contemporary Debate | 1983 | 1,109 | 1986 |
| **Journalism** | | | | |
| Journalism I | Journalism Today | 1986 | 3,693 | 1986 |
| Journalism II | Scholastic Journalism | 1990 | 2,887 | 1986 |
| **Media** | | | | |
| Media 8 | Getting Started in Journalism | 1989 | 3,089 | 1990 |
| Radio, Television, and Film | Working Cinema | 1990 | 759 | 1991 |
| | Media/Impact | 1990 | 704 | 1991 |

## Language Arts Instructional Materials Adoption Cycle

| | Current Use Cycle | Future Use Cycle | Committee Begins Fall of -- |
|---|---|---|---|
| Des Moines Plan 6-8 | 1987-1993 | 1993-2001 | 1991 |
| Dictionaries 6-12 | 1987-1995 | 1995-2002 | 1993 |
| Drama | 1986-1993 | 1993-2000 | 1991 |
| Forensics | Consumables $1,000 per H. S. Annually | | 1992 |
| Journalism | 1986-1993 | 1993-2000 | 1991 |
| Language Arts 6-8 | | | |
| Comp/Gr. | 1990-1997 | 1997-2004 | 1995 |
| Literature | 1990-1997 | 1997-2004 | 1995 |
| Spelling | 1987-1995 | 1995-2002 | 1993 |
| Language Arts 8 (Acad) | 1992-1999 | 1999-2006 | 1997 |
| Language Arts 9 (Acad) | 1986-1993 | 1993-2000 | 1991 |
| Language Arts 9-12: Language/Comp. | | | |
| 9 | 1992-1999 | 1999-2006 | 1997 |
| 10 (Comp/Speech) | 1992-1999 | 1999-2006 | 1997 |
| 11 | 1992-1999 | 1999-2006 | 1997 |
| 12 (SR & AP) | 1992-1999 | 1999-2006 | 1997 |
| Language Arts 9-12: Literature | | | |
| 9 | 1985-1993 | 1993-2000 | 1990 |
| 10 | | | 1990 |
| 11 | 1985-1993 | 1993-2000 | 1990 |
| 12 | 1986-1993 | 1993-2000 | 1990 |
| Media 8 | 1990-1997 | 1997-2004 | 1995 |
| Radio, Television, and Film | 1991-1998 | 1998-2005 | 1996 |
| Thesaurus | 1990-1997 | 1997-2004 | 1995 |

(4/27/93)

# PROCESS EVALUATION

## WORK-FLOW INFORMATION

**Supervisor Responsibility Statement**

**Organizational Tasks of the Language Arts Supervisor:**
The organizational tasks to be performed by the Language Arts Supervisor include planning, implementing, and evaluating language arts programs. Two other tasks are working with Human Resources to hire the best possible staff and interacting with various interested individuals--teachers, students, building administrators, concerned parents, and community members.

**Organizational Relationships of the Language Arts Supervisor:**
The Language Arts Supervisor reports to the Associate Superintendent for Teaching and Learning and the Executive Director of Secondary Education. He supervises indirectly all secondary language arts teachers.

**Objectives:**

| WEIGHT (%) | |
|---|---|
| 30% | 1. Meet the organizational expectations of the Instructional Division by --<br>a. being visible and accessible to building and Central Office staff.<br>b. focusing direction in the area of language arts.<br>c. being involved in day-to-day experiences. |
| 20% | 2. Support the missions and objectives of the secondary schools and the goals of the district. |
| 30% | 3. As Coordinator of Instructional Support Programs, (1) coordinate and facilitate general curriculum business, correspondence, and meetings, (2) oversee the textbook adoption cycle and budget, (3) attend and write minutes for the Instructional Cabinet, (4) facilitate the School Board Advisory Committee, (5) monitor Iowa Code requirements, and (6) schedule Program Evaluation reports. |
| 10% | 4. Coordinate and direct the curriculum revision and materials selection for Academy English 9, English 9-12, Literature, Drama, Forensics, Journalism, French III-V, and Spanish III-V, also supervise the refinement of the French I, Spanish I, and English 9 objectives-based tests. |
| 10% | 5. Continue development of an integrated K-12 language arts program. |

**Language Arts Staff Development**

This is an overview of the Language Arts three-year Staff Development Plan.

**1993-1996 Staff Development Three-Year Goals**

1. Improve the quality of instruction in all of the language arts so all students can learn.
2. Increase the English teachers' understanding and use of the writing process.
3. Increase the Language Arts teachers' understanding and use of computers in instruction.
4. Develop a modern and future Language Arts 6-12 curriculum.
5. Develop a plan for a 2001 foreign language district K-12 program.

**1993-1994 Staff Development Objectives**

1. Foreign language teachers will receive additional instruction in the technique of TPR (Total Physical Response).
2. High school journalism teachers will receive additional instruction in the most recent publication-producing computer programs for the newspaper and the yearbook.
3. English teachers will receive instruction in knowing how to utilize computers in the teaching of composition.
4. All language arts teachers will receive instruction on being a master teacher.
5. All English teachers, grades 9, 11, and 12, will receive instruction on how to best utilize the new literature materials.

**1993-1994 Staff Development Supporting Activities**

1. Summer Workshops, 1993
2. Fall Conference, August, 1993
3. March 7, 1994, In-service
4. Building Meetings
5. Department Meetings
6. Teacher Conferences
7. Teacher Workshops
8. French III, IV, V; German I-V; and Spanish III, IV, V Curriculum Development Workshops, Summer, 1993

**1992-1993 Funds**

1. Training will be delivered and supported by district staff at no additional cost.
2. Curriculum Development Workshops are funded from the Curriculum Development/Instructional Materials Selection Committee Budget.

## Language Arts Staff Development Sessions

This is a listing of the Fall Conference and Spring Staff Development sessions that have been offered for language arts teachers.

1989-90

P. T. Barnum, Prairie Meadows, and Whole Language
Language and Literature Texts: A Preview
The Reading/Writing Classroom

1990-91

Writing/Reading: The Ultimate Partnership
Write It Right
Drama in the High School
Implementing the Media Textbook
Product-Based Journal Writing for Middle and High School English
How to Teach Shakespeare's Hamlet
A Tale Told by an Idiot

1991-92

The Masters
Drama Ideas
Strategies for Teaching Senior English
Integration of Skills Thorugh Writing
Forensics Exchange
Writing from Literature
Desktop Publishing for Student Publications
English and Computer Peripherals

1992-93

The Research Paper
The Macintosh in English 11 Classes
The Making of a Musical
The Iowa Shakespeare Project
The Electronic Dictionary in English
McDougal Littell English: Grade 9 Workshop
Portfolios
Literature for Adolescents
The Lessons of Literature
Implementing the New English 9 and 11 Language Materials
Implementing the New English 10 and 12 Language and Speech Materials

1993-94 (planned)

The Rights of the Right

## Staff Development Conferences and Professional Meetings

In addition to receiving Staff Development in the district, the language arts staff attended numerous professional meetings during the 1992-93 school year. Here is a list of those meetings:

| Conference | Place | Number of Teachers Attending |
|---|---|---|
| Advanced Placement Trng. Institute | University of Iowa | 1 |
| American Disabilities Act Conference | Des Moines | 1 |
| Association for Supervision and Curriculum Development Midwest Conference | Kansas City | 3 |
| Association for Supervision and Curriculum Development School Restructuring Conference | Louisville, KY | 1 |
| Author's Conference | Heartland, AEA 11 | 4 |
| Collaborative Education | Heartland, AEA 11 | 5 |
| Curriculum and Supervision | Washington, D. C. | 1 |
| Drake Writers' Conference | Drake University | 2 |
| Editors' Workshop | Louisville, KY | 1 |
| Hyper Media Conference | Des Moines | 1 |
| Integrating the Curriculum | Des Moines | 1 |
| Interdisciplinary Training | Norwalk Middle School | 1 |
| Iowa Association of Alternative Ed. | Council Bluffs | 2 |
| Iowa Conference of Teachers of English-Language Arts Fall Conference | Des Moines | 3 |
| Iowa Forensics League Executive Committee Meeting | University of Iowa | 1 |
| Iowa Forensics League Fall Conference | University of Iowa | 1 |
| Iowa High School Press Association | Ames | 1 |
| Iowa High School Speech Association Convention | Des Moines | 2 |
| Iowa High School Speech Association Judges' Conference | Des Moines | 1 |
| Iowa High School Speech Association Spring Conference | Anita, Iowa | 1 |

| Conference | Place | Number of Teachers Attending |
|---|---|---|
| Iowa Thespian Festival | Cedar Falls | 1 |
| Iowa Reading Conference | Des Moines | 1 |
| Iowa Talented and Gifted Conference | Cedar Rapids | 1 |
| Learning Styles Workshop | Des Moines | 1 |
| Manuscript Conference | St. Louis, MO | 1 |
| Minnesota Educational Computer Conference | Minneapolis, MN | 1 |
| National Conference of Teachers of English Fall Conference | Louisville, KY | 1 |
| National Middle Schools Conference | Minneapolis, MN | 1 |
| National Thespian Festival | Muncie, Indiana | 1 |
| New Standards Project | Urbandale High School | 1 |
| RIF Conference | Heartland, AEA 11 | 2 |
| Portfolio Conference | Midwest Hotel, Des Moines | 1 |
| Student Portfolio Assessment Workshop | Des Moines | 1 |
| University of Iowa Children's Book Conference | Iowa City | 1 |
| Vertical Articulation in Language Arts | Des Moines | 10 |
| The Writers' Conference | Johnston | 1 |
| The Writing Conference | Kansas City, MO | 1 |
| Writers' Workshop: Bridges of Madison County | Indianola, IA | 4<br>1 |
| Young Writers' Conference | Drake University | 1 |

**Influence of Technology in Language Arts**

Technology is a driving force in our society. Since the contemporary workplace relies extensively on computers and technology, graduates who are literate in the application of technology to all forms of communication will have an advantage in higher education and the workplace. The vital link between the classroom and the workplace is technology. Computers can provide immediate feedback to students as they strengthen their literature, reading, and writing skills. Thus, through technology, students will be able to formulate communication skills in a manner now used in business.

Technology belongs in the language arts classroom. Using word processing to write is one of the best composition teaching tools available. An excellent tool for teaching writing is the LCD (liquid crystal display). The LCD enables the English teacher to show the revising process on a computer to the entire class by projecting the computer screen image to a large screen. This technology could be invaluable to the English teacher.

**Technology and Journalism**

The greatest influence of technology in language arts has been in journalism. I asked Jim Tredway, Roosevelt journalism teacher, to comment on technology in journalism. Here is his response, "Thoughts on Technology."

> To what extent has technology enhanced student learning in journalism? To answer that, first consider our philosophy. We are not a pre-professonal program, but instead prepare students for the larger task of responsible, effective communication in the public arena as professionals and leaders of all kinds.
>
> One key to a successful life in this public arena is confidence, a sense of competence and self-worth. High school journalism twenty years ago was characterized by amateurish, "pretend" publications--"pretty good for kids...but really!" Desktop publishing has empowered high school students to write and design to their own potential -- which is considerable. Professional looking publications enhanced by the extraordinary potential of word processors can make students feel like serious writers saying serious things. Sometimes they're even right!
>
> Computer technology increases the chances of excellence in three ways. First, the word processor as a computer tool enables student journalists to attain higher levels of correctness. In previous methods of copywriting, the copy, correct or otherwise, left the hands of the writers and editors on its way to the typesetter well before the actual printing. Therefore, the "window" of editing was considerably smaller, even as recently as five years ago. Today, because the copy remains in the hands of writers and editors for a greater portion of the publication cycle, revision of all aspects of the copy is possible. Of course the technology doesn't guarantee good writing, but it does make good writers better and bad writers perhaps readable.
>
> Second, desktop publishing applications teach students that readers take meaning from both print and non-print elements of the page. That integrated relationship of words and images requires a new way of thinking about meaning, and its non-linear nature. Our students who work with PageMaker develop flexible, creative problem-solving skills that I believe transfer to other problem-solving contexts.

Third, the efficiency and speed of word processors and desktop publishing opens the program to a larger number of students. Today we publish more than twice as many pages as The Roundup did in 1987. This semester we will publish 12-page issues four times. In my first year with limited technology, we never published such an issue. This semester we have thirty-one students in the newspaper. Publishing their writing would have been impossible without computers. If we believe that writing for a real audience is a good learning experience, the educational benefits here are obvious. In addition, we are able to afford this because the attractive, professional look of the publications makes increased advertising sales possible. We sell more than twice as many column inches of advertising than we did in 1987.

# PRODUCT EVALUATION

## ANALYSIS OF TEST RESULTS

The Language Arts objectives-based tests are 50-item multiple choice tests to measure student mastery of the district's Language Arts curriculum, grades 6-10. Here is an average percent correct summary of the district results, comparing 1984-85 to 1991-92.

| | 1984-85 | 1985-86 | 1986-87 | 1987-88 | 1988-89 | 1989-90 | 1990-91 | 1991-92 |
|---|---|---|---|---|---|---|---|---|
| Grade 6 | 63 | 66 | 67 | 65 | 66 | 65 | 71 | 73 |
| Grade 7 | 57 | 58 | 61 | 59 | 61 | 62 | 67 | 68 |
| Grade 8 | 67 | 69 | 70 | 69 | 69 | 69 | 68 | 69 |
| Grade 9 | 53 | 66 | 68 | 69 | 72 | 71 | 70 | 70 |
| Grade 10 | 62 | 67 | 67 | 67 | 73 | 74 | 73 | 74 |

This comparison from 1984-85 to 1991-92 shows the number of test items in a 50-item test that were missed by over 50% of the students taking the test:

| | 1984-85 | 1985-86 | 1986-87 | 1987-88 | 1988-89 | 1989-90 | 1990-91 | 1991-92 |
|---|---|---|---|---|---|---|---|---|
| Grade 6 | 12 | 8 | 8 | 9 | 7 | 8 | 4 | 1 |
| Grade 7 | 19 | 17 | 14 | 15 | 11 | 13 | 7 | 6 |
| Grade 8 | 7 | 7 | 6 | 7 | 7 | 7 | 5 | 4 |
| Grade 9 | 20 | 6 | 3 | 5 | 1 | 3 | 3 | 2 |
| Grade 10 | 12 | 6 | 9 | 8 | 3 | 4 | 5 | 5 |

The improvement has occurred because of teachers' increased emphasis on teaching and learning the objectives.

(Complete test results are available from the Language Arts Supervisor.)

**LANGUAGE ARTS**
**OBJECTIVES-BASED TESTS**
**MAY 1992**

These disaggregated 1991-92 objectives-based test scores show student achievement based on a standard of comparison of 70%. That 70% comparison standard is called a Mastery Metric, or a 70% benchmark.

| Test Name | All Students | Males | Females | Minority Students | Non-minority Students | Free & Reduced Lunch | Non Free & Reduced Lunch |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| Language Arts Grade 6 | 62.8 | 58.8 | 66.4 | 44.3 | 66.9 | 45 | 71.9 |
| | 2025 | 964 | 1061 | 368 | 1657 | 685 | 1340 |
| Language Arts Grade 7 | 54.9 | 46.8 | 62.7 | 41.3 | 57.8 | 37.2 | 62.3 |
| | 1825 | 893 | 932 | 317 | 1508 | 540 | 1285 |
| Language Arts Grade 8 | 56.4 | 49.8 | 63.1 | 43.8 | 59 | 41.7 | 62.1 |
| | 1846 | 931 | 915 | 317 | 1529 | 516 | 1330 |
| English 9 | 57.6 | 53.2 | 61.6 | 43.1 | 60.9 | 39.4 | 62.6 |
| | 1634 | 777 | 857 | 304 | 1330 | 353 | 1281 |
| English 10 | 65.4 | 62.6 | 68.3 | 54.9 | 67.7 | 56.4 | 67.2 |
| | 1516 | 778 | 738 | 273 | 1243 | 259 | 1257 |

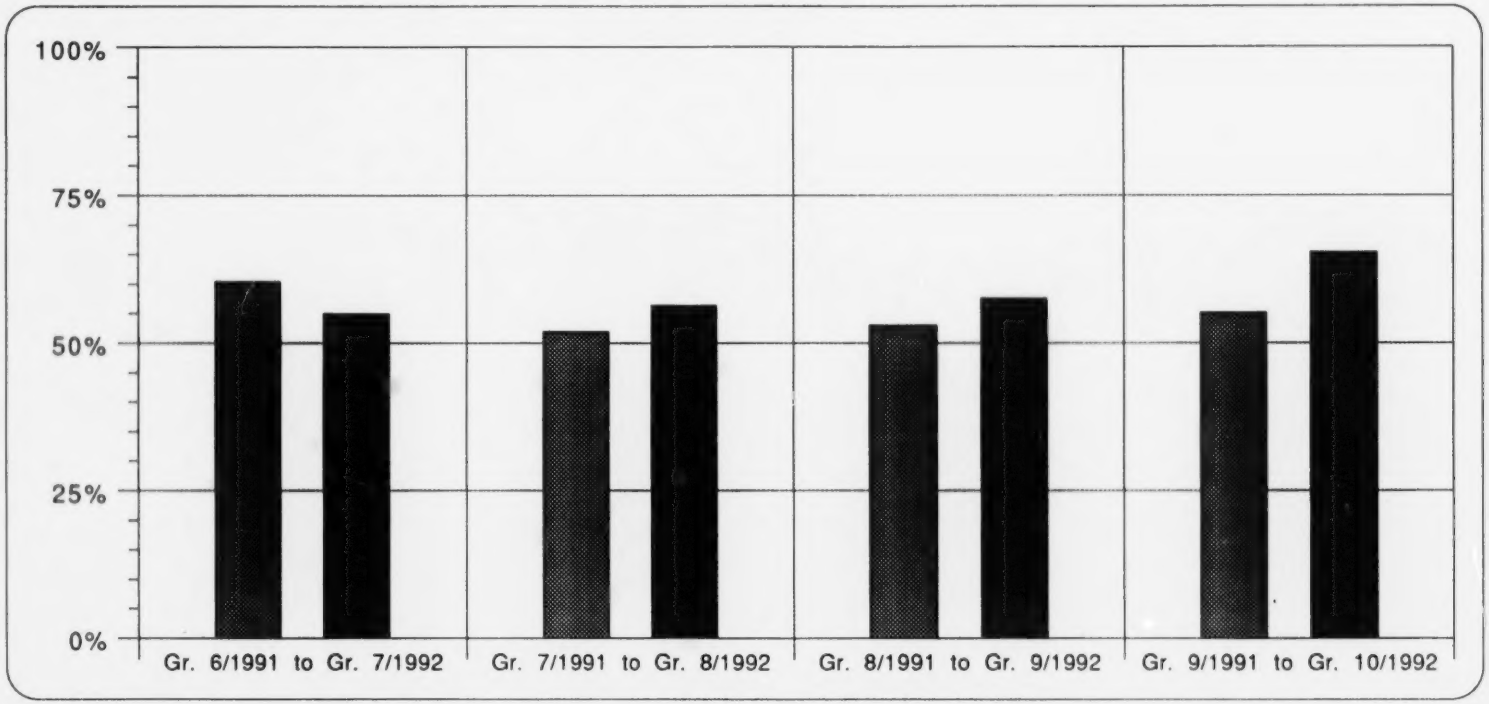
1. The percentage of students achieving at a 70% (or greater) mastery level is highest for English 10 and Language Arts 6.

2. A greater percentage of females than males are achieving at a 70% (or greater) mastery level on all tests; the difference is less at high school than at middle school.

3. A greater percentage, average 15%, of nonminority students than minority students are achieving at a 70% (or greater) mastery level.

4. A greater percentage, average 22%, of students not on free/reduced price lunches than students receiving free/reduced price lunches are achieving at a 70% (or greater) mastery.

## Percent of Students Achieving 70% Level on District Language Arts Objectives-Based Tests: Cohort Analysis




| | % ≥ 70% 1990-91 | % ≥ 70% 1991-92 | N Tested 1990-91 | N Tested 1991-92 |
|---|---|---|---|---|
| Grade 6 | 60.4 | 62.8 | 1842 | 2025 |
| Grade 7 | 51.9 | 54.9 | 1866 | 1825 |
| Grade 8 | 53.0 | 56.4 | 1639 | 1846 |
| Grade 9 | 55.1 | 57.6 | 1425 | 1634 |
| Grade 10 | 62.8 | 65.4 | 1526 | 1516 |

**Highlights of District Composition Test Results**
**(Raw Score Average)**

The Composition Test is given every fall. This is an authentic composition test to measure students' grasp of writing skills. An authentic test is a test in which student learning is based on a real-world task. In the composition test, this means writing a paper.

| | Fall 1990 | Fall 1991 | Fall 1992 |
|---|---|---|---|
| Grade 8 Holistic | 4.7 | 5.0 | 5.1 |
| Grade 8 Composite | 88.6 | 90.0 | 91.3 |
| Grade 11 Holistic | 5.6 | 5.6 | 5.7 |
| Grade 11 Composite | 95.0 | 95.2 | 97.2 |

1. Holistic means the evaluator's overall impression of the paper. This is more of a feeling of quality, not a statistical analysis.

2. Composite means the total of all of the writing skills--organization, vocabulary, punctuation, etc.--that are measured.

**Cohort Analysis of District Composition Test**
**(Raw Score Average)**

This chart compares the same students' results, first in Grade 8 and then three years later in Grade 11.

| | 1987 | 1988 | 1989 |
|---|---|---|---|
| Grade 8 | | | |
| Holistic | 5.2 | 5.2 | 4.9 |
| Composite | 94.5 | 92.9 | 89 |
| | ↓ | ↓ | ↓ |
| | 1990 | 1991 | 1992 |
| Grade 11 | | | |
| Holistic | 5.6 | 5.6 | 5.7 |
| Composite | 95.0 | 95.2 | 97.2 |

(Complete Composition Test Results are available from the Language Arts Supervisor.)

## Availability of Computers in Language Arts

1. Journalism. One of the best uses of technology in the district is in the high school journalism class. The five journalism labs now have 30 computers and 6 laser printers among them.

2. Drama. Each high school drama teacher now has a computer station.

3. Forensics. Three of the high school forensics teachers have computer stations.

4. Of the 143 language arts teachers in the district, 33 now have computer stations. This is an increase of 27 in the past two years.

## Adherence to Language Arts Standards and Regulations

The courses and curriculum of the Language Arts Department meet or surpass all standards and regulations.

The Iowa Department of Education, for example, mandates that six units of language arts be offered at the high school level. The Des Moines School District high school program offers twenty-one.

In fine arts, the state requires three units be offered. Fine arts consists of dance, music, theatre, and visual arts. In theatre alone, the Des Moines School District offers four units.

## Observations of the Supervisor of Language Arts

1. During the 1991-92 school year, the language arts supervisor made 150 visits to the middle and high schools.

2. During the 1992-93 school year, the language arts supervisor has made 157 visits to the middle and high schools.

3. Excellent direct teaching is frequently observed.

4. A class of orderly, motivated students being guided in their language growth by a quality teacher focusing on teaching for learning is the most frequent observation.

5. Various teaching styles and methods permeate the language arts classroom. Five master teachers will have five different teaching styles.

6. Computer technology is beginning to influence teaching and learning. This technology can best be seen in Journalism, but is beginning to change teaching and learning in English classrooms.

7. The quality teacher is irreplaceable.

## Awards and Honors Received in Language Arts

### STUDENT AWARDS

**Martin Luther King Jr., Essay Contest, 1993:**

| | | | |
|---|---|---|---|
| Julie Ronse | Roosevelt/Central Academy | | First Place |
| Andrea Clark | Roosevelt/Central Academy | | Second Place |
| Lucrisha Williams | Hoover | | Third Place |
| Jenny VanderSchoor | Goodrell | 1991-92 | Third Place |

**Martin Luther King Jr., Poetry Contest, 1993:**

| | | |
|---|---|---|
| Danielle McCoy | Roosevelt/Central Academy | Second Place |
| Traci Mein | Lincoln/Central Academy | Second Place |

**Understanding the Human Family Essay Contest, 1992:**

| | | |
|---|---|---|
| Chris Espersen | Hoover/Central Academy | First Place |
| Huong Do | Hoover/Central Academy | Second Place |
| Meggan Christensen | Hoover High School | Second Place |
| Ryan Vitiritto | Hiatt Middle School | Third Place |
| Anna Marie Dirks | North/Central Academy | Third Place |
| Andrea L. Boyd | Hoover High School | Third Place |

**Understanding the Human Family Essay Contest, 1993:**

| | | |
|---|---|---|
| Nicole Jacobs | Hiatt Middle School | Second Place |
| Cassie Murphy | Hoover High School | Second Place |
| Linda West | Lincoln/Central Academy | Third Place |

**IRS Essay Contest, 1993:**

| | | |
|---|---|---|
| Huong Do | Hoover/Central Academy | First Place |

**Dartmouth Book Award:**

| | | |
|---|---|---|
| Kristen Carber | Hoover | 1991-92 |
| Jill Carder | Lincoln | 1992-93 |
| Joe Gale | Lincoln | 1992-93 |

## Awards and Honors Received in Language Arts

### STUDENT AWARDS

**Des Moines National Poetry Festival, Participants, 1993:**

| | |
|---|---|
| Casey Law | Goodrell |
| Mark Stites | Meredith |
| Sara Hersh | Hoover |
| Tyshika Butts | Roosevelt |
| Sean Davis | Roosevelt |
| Leaf Schmalfeldt | Roosevelt |

**Take Pride in Des Moines Contest**

| | | | | |
|---|---|---|---|---|
| Alex Rediger | North | Poetry | 1992 | First Place |
| Adam Morgan | Goodrell/Central Campus | Poetry | 1992 | Second Place |
| Joy Owen | Weeks/Central Campus | Essay | 1992 | Second Place |
| Sarah Dirks | Harding/Central Campus | Poetry | 1992 | Third Place |
| Leah Wardak | East | Essay | 1992 | Third Place |
| Jennifer Barcellano | North | Poetry | 1992 | Third Place |
| Megan Gogerty | East | Essay | 1992 | Honorable Mention |

**Des Moines Community Playhouse Story-Writing Competition, 1991-92:**

| | | |
|---|---|---|
| Rachel Deierling | McCombs | Second Place |
| Kim Belken | Brody | Honorable Mention |

**Credit Essay Contest, 1993:**

| | | |
|---|---|---|
| Tina Hintz | North | Third Place |

**Portal Contest, 1993:**

| | | | |
|---|---|---|---|
| Love Drew | East | Prose Division | First Place |
| Michelle McCarrell | East | Prose Division | Second Place |
| Mindy Wing | East | Poetry Division | Third Place |

## Awards and Honors Received in Language Arts

### STUDENT AWARDS

**Central Iowa Reading Association's Writing Celebration, 1992-93:**

| | | |
|---|---|---|
| Matt Goode | McCombs | Seventh Grade Winner |

**Iowa Poetry Contest, 1991-92:**

| | |
|---|---|
| Beth Edwards | Brody |

**Steck/Vaughn/Raintree's 1992-93 Publish-A-Book Contest:**

| | | |
|---|---|---|
| Ryan Rivas | McCombs | Merit Award |
| Chrissie Young | McCombs | Merit Award |

**Story Published in Des Moines Register:**

| | |
|---|---|
| Angela Duke | Brody |

**V. F. W. "What the Flag Means to Me" 1992-93 Essay Contest:**

| | | |
|---|---|---|
| Sean Eike | Brody | Honorable Mention |

**Miscellaneous**

David Bass, Hoover, won the Superintendent's Award in English for 1992.

Meggan Christensen, Hoover 9th grader was selected to read and discuss one of her essays on IPBN in 1991-92.

Anda Liepa, East High English teacher, and four students received a $3,000 Stanley Foundation Grant to attend Rediscovering Fire, a global workshop, in Taos, New Mexico, during April, 1993.

**Optimist Essay Contest, 1993:**

| | | |
|---|---|---|
| Lucrisha Williams | Hoover | District Winner |

**Optimist Oratorical Zone Contest, 1993:**

| | | |
|---|---|---|
| Charlie Wittmack | Roosevelt | First Place |
| Adrienne Droctor | Roosevelt | Third Place |

## Awards and Honors Received in Language Arts

### STUDENT AWARDS

**Optimist Speech Contest, 1993:**

| | | | |
|---|---|---|---|
| Tia Johnson | Hoyt | First Place | Participation Award |
| Melisa Cross | Hoyt | Second Place | |
| Landon Heck | Hoyt | First Place | Participation Award |
| Clint Czicek | Hoyt | Second Place | |
| Justin Embrey | Hoyt | | Participation Award |
| Dawnielle Hall | Hoyt | First Place | Participation Award |
| Trina Crabb | Hoyt | Second Place | |
| Panda Ferrell | Hoyt | Third Place | |
| Stephanie Gibb | Hoyt | | Participation Award |
| Jason Smith | Hoyt | Third Place | |
| Dan Evans | Hoyt | | Participation Award |

**Drama**

| | | | | |
|---|---|---|---|---|
| Chad Taylor | Hoover | Critics' Choice | IHSSA | 1993 |
| Joe Waller | Hoover | Outstanding Actor | IHSSA | 1993 |
| Alice Tyrrell | Hoover | Outstanding Actor | IHSSA | 1993 |
| Manda Lester | Hoover | Outstanding Actor | IHSSA | 1993 |
| Amanda Murphy | Hoover | Outstanding Actor | IHSSA | 1993 |
| Liz Rezek | Hoover | Outstanding Actor | IHSSA | 1993 |
| Sarah Crawford | Hoover | Outstanding Actor | IHSSA | 1993 |
| Sara Cox | Hoover | Outstanding Actor | IHSSA | 1993 |
| Marvin Robinson | Hoover | Outstanding Speaker | IHSSA | 1993 |
| Lee Johnson | Hoover | Outstanding Speaker | IHSSA | 1993 |
| Ed Frederickson | Hoover | Outstanding Improviser | IHSSA | 1992 |
| Adam Albright | Hoover | Outstanding Improviser | IHSSA | 1992 |
| Sam Tuomi | Hoover | Outstanding Speaker | IHSSA | 1992 |
| Marvin Robinson | Hoover | Outstanding Speaker | IHSSA | 1992 |
| Joe Waller | Hoover | Outstanding Speaker | IHSSA | 1992 |
| Sarah Crawford | Hoover | Outstanding Reader's Theatre | IHSSA | 1992 |
| Tony Sysma | Hoover | Outstanding Reader's Theatre | IHSSA | 1992 |
| Heather Ladner | Hoover | Outstanding Reader's Theatre | IHSSA | 1992 |
| Jeff Stark | Hoover | Outstanding Reader's Theatre | IHSSA | 1992 |
| Manda Lester | Hoover | Outstanding Reader's Theatre | IHSSA | 1992 |
| Sara Cox | Hoover | Outstanding Reader's Theatre | IHSSA | 1992 |
| Kelly Wilson | Hoover | Outstanding Reader's Theatre | IHSSA | 1992 |
| Brian Fergus | Hoover | Outstanding Reader's Theatre | IHSSA | 1992 |
| Sara Ostbloom | Hoover | Outstanding Reader's Theatre | IHSSA | 1992 |
| Nancy Reilly | Hoover | Outstanding Reader's Theatre | IHSSA | 1992 |
| Ken Bledsoe | Hoover | Outstanding Reader's Theatre | IHSSA | 1992 |

## Awards and Honors Received in Language Arts

### STUDENT AWARDS

**Drama**

| | | | | |
|---|---|---|---|---|
| Amanda Murphy | Hoover | Outstanding Choral Reader | IHSSA | 1992 |
| Marvin Robinson | Hoover | Outstanding Choral Reader | IHSSA | 1992 |
| Betsy McClimen | Hoover | Outstanding Choral Reader | IHSSA | 1992 |
| Iver Rohr | Hoover | Outstanding Choral Reader | IHSSA | 1992 |
| Kristi Moseley | Hoover | Outstanding Choral Reader | IHSSA | 1992 |
| Sam Tuomi | Hoover | Outstanding Choral Reader | IHSSA | 1992 |
| Tami Boyd | Hoover | Outstanding Choral Reader | IHSSA | 1992 |
| Bill Canada | Hoover | Outstanding Choral Reader | IHSSA | 1992 |
| Alice Tyrrell | Hoover | Outstanding Choral Reader | IHSSA | 1992 |
| Malai Boller | Hoover | Outstanding Choral Reader | IHSSA | 1992 |
| Jennifer Bledsoe | Hoover | Outstanding Choral Reader | IHSSA | 1992 |
| Liz Rezek | Hoover | Outstanding Choral Reader | IHSSA | 1992 |
| Tanya Joseph | Hoover | Outstanding Choral Reader | IHSSA | 1992 |
| Ken Bledsoe | Hoover | Outstanding Choral Reader | IHSSA | 1992 |
| Leonie Dolch | Lincoln | Superintendent's Award | | 1992 |
| Aaron Murchison | Lincoln | Drama Scholarship | | 1992 |
| Alison Kain | Lincoln | Drama Scholarship | | 1992 |
| Sarah Mahr | Roosevelt | Parent Faculty Club Award | | 1993 |
| Logan Shannon | Roosevelt | Superintendent's Award | | 1993 |
| Davida Williams | Roosevelt | Iowa Thespian Scholarship | | 1992 |
| Logan Shannon | Roosevelt | Iowa Thespian Scholarship | | 1992 |
| Sarah Wilson | Roosevelt | Iowa Thespian State Board | | 1993 |
| Logan Shannon | Roosevelt | R. C. Anderson Award | | 1993 |
| Cindy McCoy | Roosevelt | R. C. Anderson Award | | 1993 |

**Forensics**

| | | | | | |
|---|---|---|---|---|---|
| Sonja Hansen | Lincoln | Alternate Qualifier National Tournament in Congress Debate | | | 1993 |
| Forrest Wing | East | U.N.I. Debate Tournament | Top Speaker | | Fall 1992 |
| Mark Haines | Lincoln | Augustana Scholarship Offer | | | 1992 |
| Mark Haines | Lincoln | Policy Debate | Second Place | Ottumwa | 1993 |
| Eric Baker | Lincoln | Policy Debate | Second Place | Ottumwa | 1993 |

Angela Brommel and Nicolle Zanders, Lincoln, tied for the Lincoln-Douglas Championship at the Brindley Forensic Tournament at UNI in 1992.

The Lincoln Debate Team was awarded the Western Iowa District NFL Sweepstakes Trophy for 1993. To qualify for this award, Lincoln had the most finalists in out rounds at this year's tournaments. The award is a traveling trophy that is presented to the school each year with the most rounds and the highest quality of participation.

The Lincoln Debate Team competed successfully at the Iowa Forensic League on March 4-6. In individual events, many participants advanced to semifinals: Steve Fry and Geoff French in U. S. Extemp, Angela Brommel in Dramatic Interpretation, and Dawnn Downing in Humorous Interpretation. Steven Christman advanced to Super Session in Congress. Mark Haines got sixth speaker in Policy debate. Eric Baker and Mark Haines advanced to the quarter finals with a 4-1 preliminary record.

## Awards and Honors Received in Language Arts

### STUDENT AWARDS

**Forensics**

Mark Engler and Aaron Donaldson, Roosevelt, were in the finals at the 1993 Harvard University Tournament. They won first place at the 1993 Augustana University Tournament. They took third place in the 1993 Iowa Competition. Andrea Belzer took fourth place in the same competition.

**Journalism**

Gallup Award

Roosevelt Journalism Department 1992-93

### TEACHER AWARDS

Mike Miller, East Forensics Coach, was elected to the Iowa Debate Coaches League Executive Committee in 1993.

**High School Senior Survey 1991-92**

The 1992 graduates, who completed the Senior Survey before graduation, indicated the following about language arts curriculum and instruction.

| | English (Avg. Score) | Art, Music Drama (Avg. Score) |
|---|---|---|
| 1. Appropriate classes provide information about careers. | 2.5 | 2.4 |
| 2. Classes provide a variety of meaningful learning activities. | 2.2 | 2.1 |
| 3. Classes use materials that treat students equally regardless of race and sex. | 1.9 | 1.9 |
| 4. Classes provide for different abilities of students. | 2.3 | 2.2 |
| 5. Classes provide preparation for further study or training. | 2.1 | 2.2 |
| 6. Students receive frequent, timely feedback of their progress. | 2.4 | 2.4 |
| 7. Class sizes are too large. | 3.3 | 3.2 |

Item 3 received a very positive response. All of the other items also received positive responses, except for item 7 on class size.

**Scale:**

**1 = Strongly agree**
**2 = Agree**
**3 = Neither agree or disagree**
**4 = Disagree**
**5 = Strongly Disagree**

## COMMUNITY SURVEY

Community surveys were conducted by the district during November 1990 and in the spring of 1988, 1986, and 1984 to discern community perceptions of the school district.

One question pertained to language arts: "Should the Des Moines Public Schools give more, less, or about the same emphasis to reading.

Here is a breakdown of the results that pertain to those language arts questions:

Reading

| | Percent Responding | | | |
|---|---|---|---|---|
| | 1990 | 1988 | 1986 | 1984 |
| More | 73 | 83 | 73 | 74 |
| Less | 2 | 0 | 0 | 0 |
| Same | 24 | 14 | 22 | 21 |

Writing Skills

| | Percent Responding | | | |
|---|---|---|---|---|
| | 1990 | 1988 | 1986 | 1984 |
| More | 80 | 82 | 78 | 79 |
| Less | 1 | 2 | 1 | 1 |
| Same | 18 | 13 | 18 | 17 |

In all four of these surveys, at least 95% of the respondents favored more emphasis or the same emphasis be placed on reading and writing skills.

These responses indicate that the community recognizes the critical importance of reading and writing.

## Language Arts: Strengths and Weaknesses

The most dominant strengths of language arts are these six: a quality, dedicated, professional staff of teachers; excellent, current instructional materials; strong support from all levels of administration; the Reconsideration Committee; current curriculum guides and objectives; and recognition by the community of the importance of reading and writing.

The most obvious weaknesses are these six: some classes are too large; the number of students seen daily by some teachers; the lack of computers for teachers and students; the lack of time for the grading of writing; the growing incursion of TV viewing; the poor language habits of Americans; and the lack of time for leisure reading.

# THE FUTURE

## PLANS FOR THE FUTURE

1. Composition will continue to be emphasized through the Composition Checkpoint Tests, the writing process, and computer word processing.

2. The English 9 Objectives-Based Pilot Test will be rewritten during the 1993 summer.

3. As computers and computer labs are added to the middle and high schools, language arts teachers will be encouraged to use the labs to teach word processing and the writing process to their students.

4. The possibility of increasing the tenth grade English requirement to one full year in place of the current one semester should be considered.

5. Language Arts teachers must plan to help students develop portfolios.

6. Forensics teachers will make even greater use of the two-way video system during the 1993-94 school year.

7. Laser disk players, video disk players, and CD Roms will be increasingly needed as additional educational language arts ancillary materials such as IBM's "Ulysses" become available.

## FUTURE NEEDS

1. Every middle and high school language arts classroom should have one computer station. (Cost $220,000; $2,000 x 110 classrooms)

2. Every middle and high school language arts department should have a liquid crystal display. (Cost $10,000; $1,000 x 10 schools)

3. High school journalism computer labs will need updating.
(Cost $20,000; $4,000 x 5 schools)

4. The final need is realistic class sizes for composition instruction. In a recent survey of 10,000 teachers, 87% of the teachers polled thought smaller classes sizes would be effective in working with students.

Freedom and Discipline in English, the 1965 report of the Commission on English, stated that the average English class size should be 25, total load 100. In, 1990, the English Coalition Conference stated that the average English class size should be 20, total load 80. These guidelines are idealistic and met by few, if any, of the public districts in the United States today. As an English teacher, however, I agree with these guidelines. As an employee of a public school district, I recognize the financial restrictions of the real world.

Composition classes should be limited to 25 students. The teaching of writing is a fine art that involves numerous steps: the assignment; brainstorming, prewriting discussion; writing the first draft; revising; the final draft; and the time consumer--evaluating. All teachers of English are aware of this and should be sensitive to the issue of English class sizes. All classes can not be equal in order to be equitable.

## FUTURE GOALS

1. Technology:
   By 2005, all 143 language arts teachers will have computer workstations.
   By 2005, all middle and high school language arts departments will have access to laser disk players, video disk players, and CD Roms.

2. Composition:
   Students will continue to show growth from Grade 8 to Grade 11.
   Specifically, the cohort analysis should show an increase of 2 composite points from Grade 8 to Grade 11.

3. Objectives-Based Tests:
   The results of these tests should show at least a 1% increase every year in grades 6, 7, 8, 9, and 10.

4. Benchmark Mastery of 70%:
   Each test, grades 6-10, will show an increase of 2% of the students achieving 70% every year.

## OBSERVATIONS ON THE FUTURE

1. The most critical of all language arts skills is thinking. Language is thinking. Reading is thinking. The best reading is thinking and visualizing. Writing depends on thinking. Language is symbolized thought. This must continue to be stressed.

2. The new high school language books (grades 9, 10, 11, and 12) should help in these areas:

   - The text lends itself to teaching the district objectives at all four grade levels.
   - The text emphasizes the writing process, organizational skills, and critical thinking (applying, analyzing, classifying, synthesizing, and evaluating).
   - Grammar is integrated as it relates to communication.
   - The organization of the text and the presentation of material is clear, logical, and sequential.

3. The high school literature book adoption (grades 9, 11, and 12) will help support the main foundation of the English curriculum--reading and writing.

4. The newly revised high school English curriculum and objectives will sharpen the focus and increase the emphasis on skill mastery as it relates to composition and communication.

5. Both reading and writing will continue to receive emphasis. From the years of study and research, one fact emerges--to increase writing skills, emphasize reading and writing. A non-reader will continue to be a non-writer.

6. Language Arts teachers must realize that computer and videodiscs are teaching tools of the future. The world of technology continues to develop more efficient, effective ways for students to learn. The current generation may well be the last to use textbooks as educational tools. In addition, textbook inflation, if it continues, will make the purchasing of textbooks prohibitive.

7. Viewing has joined listening, speaking, reading, and writing as one of the language arts. As the technology revolution warps us into the future, viewing will become increasingly critical.

8. The future demands that language arts skills be well taught. Therefore, we must hire exemplary language arts teachers. The teacher will continue to be the key to excellence in language arts.

## VISION 2005

Vision 2005 is a long-range plan, a vision, of what will be needed in building improvements and technology labs to best meet the needs of Des Moines School District students in 2005.

1. The information explosion we are now experiencing will escalate to an overload degree by 2005, making incredible amounts of information available world-wide with mind-boggling efficiency.
2. Even more important than it is today will be how to evaluate information and its sources, rather than how to find it and know it.
3. The cost of computing power and of computing memory will continue to fall dramatically.
4. All of these factors will change the nature of teaching, making the physical layout of the classroom less relevant than ever before. Teachers will become more facilitators of learning rather than fonts of knowledge.

**The major components of the language arts classroom:**

1. Telecommunication skills will be required for all education professionals in the 21st Century. The classrooms should have multiple workstations networked with major databases and worldwide information services A major objective will be to teach students how to access and evaluate the multitude of sources of available information. Libraries as we know them today will be obsolete. Hard copies of books, magazines, and other references materials will become increasingly less common. Increased use of fiber optic transmission lines will make on-line computer use startlingly cost effective.

2. We will not be using textbooks in 2005. Or if we do, they will be teacher-created. That is, teachers will choose from among a subject-matter smorgasbord offering on some computer medium sold by publishers.

3. Year round schools are a distinct possibility if air conditioning is funded, but computer technology will make the physical nature of our classrooms increasingly less relevant.

4. The classroom of 2005 ought to be equipped with fiber-optic lines to make advanced telecommunications technologies possible.

Vision 2005 will be the world of Virtual Reality, holographic projectors, voice activated computers, and fourth dimensional learning systems.

Vision 2005 will open doors, improve neighborhoods, re-build schools, and touch the lives of students. Vision 2005 is the future.

(The complete 2005 Plan for Language Arts is available from the language arts supervisor.)